

## **The Ministry of Education in Romania's comments on the draft Plan of action for the fifth phase (2025-2029) of the World Programme for Human Rights Education**

- We welcome the preparation of the draft Plan of Action for the fifth phase of the World Programme for Human Rights Education and its focus on youth and children, targeting all levels of education.
- We appreciate the relevance of the three thematic human rights education areas chosen and the alignment with the 2030 Agenda for Sustainable Developments Goals, specifically target 4.7 of SDG4, which are congruent and respond to the preoccupations and priorities of the global educational community. At national level, the issue of digital technologies and environment and climate change, respectively are systematically pursued at the level of the education system.
- We appreciate the comprehensiveness of the Plan and we have particularly valued the specific approach to the area of intervention dedicated to the second component - *Teaching and Learning processes and tools*, by formulating highly applied competences targeted in the digital area, environmental education and gender equality (identifying knowledge, skills and attitudes). As a remark, the current national curriculum for the disciplines included in the curricular domain *People and society* is based on the principles of human rights education,
- However, in our view the plan needs to be indicative in nature, offering guidance and the necessary degree of flexibility to member states in relation to the implementation approach and focus, closely correlated with the specific priorities and national contexts, available resources and capabilities.
- In this respect, from Romania's perspective, it is important to note that there is a significant level of convergence between national intervention areas and the draft Plan of action for the fifth phase of the WPHRE. However, there is a need to adapt the proposed Plan of action to the national context. For example, the proposal of developing a dedicated strategy in this area might not be feasible, as a number of strategies and initiatives addressing the thematic areas already exist and are in various implementation stages. Therefore, a transversal approach, in which components of the Plan of action are approached by different strategic documents might be a more appropriate alternative.

In addition, the proposal to elaborate a national curriculum specifically for human rights education needs to be subject to a feasibility analysis in relation to the provisions of the national legal framework and related policies, to avoid overlapping and be consistent with the approaches employed in the area of human rights education.

- As the Plan of action is very ambitious in nature and should inspire member states to strive for impactful actions, expectations should also be calibrated in relation to what member states can actually implement, given the numerous challenges and concurrent priorities, which all compete for the same resources member states have at their disposal.